

E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

Content Standard: Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Rationale: Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

Performance Standards: By the end of grade four, students will:	Sample Alternate Performance Indicators: (1-3 per Standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
E.4.1. Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning[3]	1. Explain the influence of what we already know on our motivation to learn, and draw conclusions[3]	1.a. Use cluster mapping to categorize the student's knowledge(2) 1.b. Complete a KWHL chart on the study topic(3) K = what you know W = what you want to know H = how will you find out L = what you learned	
E.4.2. Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual[3]	1. Describe key roles and responsibilities in the students' lives and analyze similarities.[3] 2. Describe the people, experiences, and conditions that have influenced the students' lives and analyze similarities[3]	1.a. List people, experiences, or conditions that influence your life and the roles they play in your life. Predict new connections and relationships that the student might encounter (1) 2.a. Web/cluster map to identify connections and relationships and their influence on the student. Predict new connections and relationships that the student might encounter(3)	
E.4.3. Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how	1. Compare similarities and differences between families[2]	1.a. Make a chart comparing the student's family with another student's family on a variety of characteristics and life patterns(2)	

they make a living[2]			
E.4.4. Describe the ways in which ethnic cultures influence the daily lives of people[2]	1. Contrast the various ways ethnic cultures have influenced life in the United States[2]	1.a. In small groups, use various graphic organizers to brainstorm the influence of a particular cultural group on the habits, customs, or beliefs of society at large(2)	
E.4.5. Identify and describe institutions such as school, church, police, and family, and describe their contributions to the well being of the community, state, nation, and global society[2]	1. Compare and contrast civic and cultural institutions in the United States with similar institutions in other countries (those familiar to students)[2]	1.a. In small groups, use various graphic organizers to list and discuss institutions, their variation across cultures, and their effect on students lives.(2)	
E.4.6. Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture[2]	1. Explain how rules and friends affect the student[2]	1.a. Design a set of classroom rules and explain their rationale(2)	
E.4.7. Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior[3]	1. Describe the effect of a particular event, and how we might react and respond[3]	1.a. Complete a story or picture of an event, then share and compare possible results, solutions, and conclusions.(3)	
E.4.8. Describe and distinguish among the values and beliefs of different groups and institutions[2]	1. Compare the likes and dislikes of different age groups[2]	1.a. Describe a meal, vacation, or movie that would be appealing to the student's parents or grandparents and one appealing to the student(2)	
E.4.9. Explain how people learn about others who are different from themselves[2]	1. Plan and seek sources of information about others who are different from them[2]	1.a. Begin with the student's individual cultural identity (E.4.2.) and contrast with others' similarities and differences(2)	
E.4.10. Give examples and explain how the media may influence opinions, choices, and decisions[3]	1. Give examples and explain how various media may influence opinions, choices, and decisions[3]	1.a. Choose two similar products advertised on TV or in a magazine, and analyze similarities and differences. select the one the student would not buy and explain why.(3)	

E.4.11. Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures[2]	1. Identify stories and songs from the student's culture, and interpret their origin and meaning[2]	1.a. Compare and contrast the student's cultural stories and songs with those of another student and discuss their importance(2)	
E.4.12. Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens[1]	1. Categorize examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens[2]	1.a. Choose an individual and explain that person's contributions and why they are important(2)	
E.4.13. Investigate and explain similarities and differences in ways that cultures meet human needs[3]	1. Investigate and explain similarities and differences in ways cultures meet human needs and draw conclusions[3]	1.a. Describe or draw shelters, houses, and homes around the world and the impact of the surrounding environment on them. Predict the effect of changing environment on them(3)	
E.4.14. Describe how differences in cultures may lead to understanding or misunderstanding among people[3]	1. Explain how differences in culture can cause understanding among people[3] 2. Explain how differences in culture can cause misunderstanding among people[3]	1.a. Brainstorm and make a list of social behaviors, e.g., shaking hands and eye contact). Have student analyze their own cultural behaviors and habits.(3) 2.a. Create two class cultures with different defined cultural norms, e.g., must hop on one foot or turn around when speaking, and role-play the two cultures interaction(3)	
E.4.15. Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters[2]	1. Describe ways in which people help each other[2]	1.a. Design and plan a beneficial community event and brainstorm ideas on ways different groups can help(3)	
Performance Standards: By the end of grade eight, students will:	Sample Alternate Performance Indicators: (1-3 per Standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
E.8.1. Give examples to explain and illustrate the influence of	1. Discuss the influences of what one knows and what one wants to know on	1.a. Use cluster mapping to categorize the student's knowledge(2)	

prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning[2]	future learning and motivation to learn[2]	1.b. Complete KWLH chart on a specific topic, e.g., professions, travel, hobbies, etc.(2) K = what you know W = what you want to know H = how will you find out L = what you learned	
E.8.2. Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development[2]	1. Describe the effect of having money or not having money on the way one lives[2] 2. Identify and compose the people, experiences, and conditions that have influenced the student's development[2]	1.a. Given a specific amount of money, explain what the student would do with it(2) 2.a. List people, experiences, or conditions that influence your life and the roles they play in your life(1) 2.b. Web/cluster map to identify connections and relationships and their influence on the student(2) 2.c. Identify the familial roles of <i>mother, father, daughter, and son</i> (1)	
E.8.3. Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people[2]	1. Describe the effect of the student's culture and that of others on the everyday lives of people [2]	1.a. Research businesses in the community to determine the community's cultural composition, and those business ways of adapting. (3)	
E.8.4. Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community[3]	1. Explain the role institutions play in encouraging continuity in the community[2] 2. Explain the contribution of community institutions to change. Evaluate their success[3]	1.a. Make a list, web, or picture of community institutions showing their contributions(1) 2.a. Talk with members of another generation group or institution, and analyze how they are adapting to changes in the community.(3)	
E.8.5. Describe and explain the means by which groups and institutions meet the needs of individuals and societies[3]	1. Describe and explain the means by which groups and institutions meet the needs of individuals and societies. Analyze similarities and differences[3]	1.a. List the community institutions and tell how they meet the needs of individual. Identify a problem or challenge they have in common, and propose solutions(3)	
E.8.6. Describe and explain the influence of status, ethnic	1. Describe and explain the influence of status, ethnic origin, race, gender,	1.a. From magazines, cut out pictures of people depicting different ages, genders, and ethnic backgrounds. Write a	

origin, race, gender, and age on the interactions of individuals[3]	and age on the interactions of individual. Analyze similarities and differences.[3]	sentence explaining who the student thinks the person is. Discuss these impressions, then predict their roles and interactions(3)	
E.8.7. Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society[2]	1. Identify and explain examples of bias, prejudice, and stereotyping, and their contribution to conflict in a society[2]	1.a. Draw detailed pictures of a stick figure to depict a member of a specific group(1) 1.b. Show examples of stereotyping found in magazines or other media(1) 1.c. Discuss instances when someone stereotyped the student or a group, and the result(2)	
E.8.8. Give examples to show how the media may influence the behavior and decision-making of individuals and groups[3]	1. Give examples to show how the media may influence the behavior and decision-making of individuals and groups. Draw conclusions based on the results[3]	1.a. Choose two similar products advertised on TV or in a magazine, select the one the student would not buy and explain why. Design a “better approach”(3)	
E.8.9. Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world[1]	1. Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world[1]	1.a. Go to the media center and gather information on the influence of racial and ethnic minorities in Wisconsin, the United States and the world. Create an outline of a particular person or group and present a brief oral presentation on that person or group (Can be done as a small group activity.)(2)	
E.8.10. Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding[3]	1. Discuss ways in which language communication, and miscommunication can cause understanding and misunderstanding, e.g., American Indian Sovereignty and Treaty Rights. Apply this influence to a current example, and draw conclusions[3]	1.a. Select a music group or song and explain its influence on peoples of different cultures, e.g., the Beatles. Create a poster, song, or poem that would improve global understanding.(3)	
E.8.11. Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been	1. Describe how beliefs and practices influence individuals and groups over time[2]	1.a. Discuss how some practices, e.g., marriage, can conflict with laws(2) 1.b. Examine the issue of hunting and fishing rights in treaties between Wisconsin Indian tribes and the federal government. Identify past and present problems, and propose solutions(3)	

resolved[3]			
E.8.12. Describe conflict resolution and peer mediation strategies used in resolving differences and disputes[2]	1. Describe how people resolve conflicts. Give examples, and compare them[2]	1.a. List the steps to resolve a conflict at your school and role play the mediation process(2)	
E.8.13. Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed.[3]	1. Discuss the expression of cultural beliefs through art. Compare examples and analyze similarities and differences[3]	1.a. Compare and contrast two pieces of art from different cultures, pointing out the expressed beliefs Within one of these cultures, create your own piece of art(3)	
E.8.14. Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis[2]	1. Describe ways in which people help each other. Compare and contrast the methods used[2]	1.a. Discuss a current community event and brainstorm ideas on ways to help, using different groups and viewpoints(3)	
Performance Standards: By the end of grade twelve, students will:	Sample Alternate Performance Indicators: (1-3 per Standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
E.12.1. Summarize research that helps explain how the brain's structure and function influence learning and behavior	1. Summarize research to help explain how the brain's structure and function influence learning and behavior	1.a. List characteristics of the human brain and discuss how people learn	
E.12.2. Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development	1. Explain what makes the student who the student is	1.a. Write an autobiographical sketch including some of the characteristics in the academic standard and their influence on the student's life	
E.12.3. Compare and describe similarities and differences in	1. Compare and describe similarities and differences in the ways various	1.a. Compare and contrast the rules at home and school	

the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos	cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos	1.b. Compare and contrast responsibilities at home and school	
E.12.4. Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples	1. Explain how community institutions contribute to change in the community over time	1.a. Talk with members of another generation to compare changes over time	
E.12.5. Describe the ways cultural and social groups are defined and how they have changed over time	1. Describe the ways cultural and social groups are defined and how they have changed over time	1.a. Compare teenagers from different time periods, interview a parent with specific questions about the parent's teen years, and compare	
E.12.6. Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings	1. Explain how groups and institutions influence people, events, and culture over time	1.a. Compare and contrast the influences of two specific musical, political, or religious groups on people yesterday and today	
E.12.7. Use scientific methods to assess the influence of media on people's behavior and decisions	1. Demonstrate an understanding of advertising's influences on our decisions	1.a. Review two ads (magazine or television). Create a hypothesis as to which ad will influence buyers in the classroom more. The student will ask the class to make notes on which product they would buy and explain their choices	
E.12.8. Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world	1. Demonstrate an understanding of the concepts of assimilation and cultural preservation and how they affect the student, the student's friends, and the student's community	1.a. Discuss differing cultural metaphors, e.g., melting pot and salad bowl and how these metaphors may reflect our beliefs about the value of maintaining cultural heritage 1.b. Analyze the motto, "E Pluribus Unum," and its significance for the United States of America	
E.12.9. Defend a point of view related to an ethical issue such as genetic engineering,	1. Identify, read about, discuss, and defend a current ethical issue	1.a. Gather research information on both sides of an ethical issue in a cooperative team	

declaring conscientious objector status, or restricting immigration		1.b. Join one of two teams and debate the issue of genetic engineering	
E.12.10. Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors	1. Briefly summarize a culture for another person	1.a. Select a specific culture and develop a public relations brochure for it to provide the reader with an accurate profile of the people's lifestyle	
E.12.11. Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices	1. List and analyze mediation between opposing groups	1.a. Play a mediator's role for the "United Nations Cultural Conflict Task Force," a fictitious group trained in conflict resolution. Find a compromise in keeping peace between two contemporary groups with opposing viewpoints on a current cultural issue, e.g., religious holidays, political platforms and issues, and/or entertainment	
E.12.12. Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled	1. Highlight current efforts to combat discrimination	1.a. Choose a group(e.g., NAACP or AARP) and discuss the effect of their work on the student 1.b. Choose a law or court decision (e.g., Lau vs. Nichols, the Civil Rights Act, or women's right to vote) and explain its importance to the student	
E.12.13. Compare the ways in which a universal theme is expressed artistically in three different world cultures	1. Compare how different cultures express a universal theme in art	1.a. Choose a universal theme (e.g., death, God, or love) and compare it in the art of three different cultures	
E.12.14. Use the research procedures and skills of the behavioral sciences (e.g., gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue	1. Use research skills to establish an informed position on an issue	1.a. Research a local issue (e.g., an election or the environment) and write a short paragraph or create an ad showing informed views 1.b. Gather information on a local issue from newspapers, magazines, books, the Internet, and, if possible, interviews	
E.12.15 Identify the skills	1. Explain what is needed to work	1.a. Make a list for each category (alone, group, and institution)	

needed to work effectively alone, in groups, and in institutions	alone, in groups, or in institutions	and write or illustrate the kinds of activities one would do when working alone, in a group, or within an institution. Make a file, list, or drawings of those skills used by each one (e.g., listening, communicating, or motivating)	
E.12.16. Identify and analyze factors that influence a person's mental health	1. Identify and analyze factors that influence a person's mental health	1.a. Brainstorm factors adversely affecting one's mental health 1.b. Brainstorm factors aiding and restoring mental health	
E.12.17. Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism	1. Define democracy, socialism, and capitalism	1.a. Select a country in another part of the world and describe its belief system 1.b. Role play real-world situations existing in different political and economic systems	